

## **Application of the Hiwar Method in Arabic Subjects at MTs Ulumul Quran Teladan**

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**Abstract:** This study aims to determine the process of learning Arabic in class VIII students of MTs Ulumul Quran Teladan, to determine the application of the hiwar method in learning Arabic, to determine the supporting factors and inhibiting factors of the implementation of the hiwar method in class VIII of MTs Ulumul Quran Teladan. This research is a type of qualitative research using data collection techniques through observation, documentation, interviews and questionnaires. data analysis is carried out through the stages of data reduction, data presentation, and conclusions or verification. The validity of the data was tested by extending attendance, increasing persistence, and triangulation of sources, triangulation of techniques, and triangulation of time. The results of this study indicate that (1) The process of learning Arabic for class VIII students of MTs Ulumul Quran Teladan in principle consists of opening activities, core activities, and closing activities. (2) The application of the hiwar method in learning Arabic for class VIII students of MTs Ulumul Quran Teladan is done by choosing simple materials that are in accordance with the abilities of students. Educators have applied the hiwar method in accordance with the steps of the method, so that the learning objectives can be achieved. (3) The factors that support the application of the hiwar method to class VIII students of MTs Ulumul Quran Teladan are the interests of students, textbooks, educators and the factors that hinder the application of the hiwar method are mufradat, self-confidence, and the school environment.

**Keywords:** Application, Hiwar Method, Arabic

**Abstrak:** Penelitian ini bertujuan untuk mengetahui proses pembelajaran bahasa Arab pada peserta didik kelas VIII MTs Ulumul Quran Teladan, untuk mengetahui penerapan metode hiwar dalam pembelajaran bahasa arab, untuk mengetahui faktor pendukung dan faktor penghambat penerapan metode hiwar pada kelas VIII MTs Ulumul Quran Teladan. Penelitian ini merupakan jenis penelitian kualitatif dengan menggunakan teknik pengumpulan data melalui observasi, dokumentasi, wawancara dan angket. analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan kesimpulan atau verifikasi. uji keabsahan data

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dilakukan dengan cara perpanjang kehadiran, meningkatkan ketekunan, dan triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil penelitian ini menunjukkan bahwa (1) Proses pembelajaran bahasa arab peserta didik kelas VIII MTs Ulumul Quran Teladan pada prinsipnya terdiri dari kegiatan pembuka, kegiatan inti, kegiatan penutup. (2) Penerapan metode hiwar dalam pembelajaran bahasa arab pada peserta didik kelas VIII MTs Ulumul Quran Teladan dilakukan dengan memilih materi yang sederhana yang sesuai dengan kemampuan peserta didik. Pendidik telah menerapkan metode hiwar sesuai dengan langkah-langkah metode tersebut, sehingga tujuan pembelajaran dapat tercapai. (3) Faktor yang mendukung penerapan metode hiwar pada peserta didik kelas VIII MTs Ulumul Quran Teladan adalah minat peserta didik, buku ajar, pendidik dan adapun faktor yang menghambat penerapan metode hiwar adalah mufradat, kepercayaan diri, dan lingkungan sekolah.

**Kata Kunci:** Penerapan, Metode Hiwar, Bahasa Arab

## **A. Introduction**

Arabic is an international language and is one of the official languages of the United Nations. Apart from being a medium of Islamic teaching, Arabic has also played a role in upholding science and technology, enriching national and international cultural treasures. While Abdul Hamid bin Yahya in Azhar Arsyad said that: I heard Shu'bah say: "Learn Arabic because Arabic will increase (sharpness) the power of reason" (Arsyad, 2010). Since the beginning, humans have been equipped with the ability to speak, this ability continues to change and develop according to changing situations and conditions that surround humans. However, one will not simply be able to speak well without learning it, language is a living and developing heritage that must be learned. Therefore, the government makes Arabic learning programs an important subject in educational institutions that are characterized by Islam and other general education, namely by incorporating Arabic lessons into the educational curriculum.

The purpose of teaching Arabic is to determine the approach, method and technique of teaching the language. Approach, which in Arabic is called is a set of assumptions about the nature of language and the nature of language teaching and learning.

The method (الطريقة) is a comprehensive plan that is concerned with the presentation of language material on a regular basis, there are no parts that contradict the other and everything is based on the approach that has been chosen. The technique (السلوب) is what actually happens in the classroom and is the implementation of the method. In other words, approaches, methods and techniques have a very close relationship with the objectives of language teaching (Arsyad, 2010). Therefore, the purpose of teaching a language must be formulated in such a way that the direction to be directed is right on target. The development of Arabic learning has its own challenges. One of these challenges is the method of learning Arabic for every educator, especially Arabic educators. Arabic learning aims to provide knowledge and proficiency in Arabic to students as a language of science and communication, to provide Arabic language skills to students so that they can speak, read, and write, to prepare students to have knowledge and skills in Arabic as a provision. to work in fields where language is used. Arabic, such as information, tourism, services both at home and abroad, especially in the Middle East and students can understand the Al-Quran and Hadith as sources of Islamic law.

The success of the learning process in educational activities is basically influenced by many factors, including teachers, students, the environment, curriculum strategies, methods and effective learning media that can help students learn optimally and be able to increase student motivation and learning outcomes. To create interesting learning, teachers must choose the right learning methods and media according to the learning material being taught. In addition, teachers must understand the diversity of students in their classes, so teachers can plan strategically, efforts to achieve the specified targets (Setiawan, 2016).

The education that has been taught by our Apostle is a very complex education, there already refers to education introducing divinity (tawhid), education in personality formation (morals) and even education in the form of improving the quality of life and bringing sustenance (muamalah). Such a complex education has been played by the Apostle centuries ago. Education is the process of internalizing culture into a person and society so as to make people and society civilized. Education is not only a means of

transferring knowledge, but more broadly, education is a means of civilizing and distributing values (enculturation and socialization). Children must get an education that touches the basic dimensions of humanity (Fanreza and Pasaribu, 2016).

As with the virtues of studying Arabic, among them the virtues of Arabic are very clear because Arabic is the language of the Qur'an. This reason is a big reason why we have to learn Arabic. Arabic in the life of Muslims is an inseparable language, because Allah swt. Lowering the Qur'an in Arabic as described in QS. Yusuf/12: 2.

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُونَ (٢)

Thus, Arabic has become one of the languages studied by many people, not only in Muslim-majority countries, even in almost all corners of the world. Many think that learning Arabic is very difficult, so many are still not interested in learning Arabic. actually learning Arabic is the same as learning other languages, and without us knowing it by studying Arabic well and understanding it, it will really help us in understanding the holy verses of the Qur'an, especially the contents of the verses and their meanings. meaning contained in the Qur'an.

In learning Arabic, one aspect that is often in the spotlight is the method aspect. The teaching method is a method used by a teacher in the teaching and learning process, because this teaching method is a tool to move students so that they can learn lesson materials (Usman, 2001). That is, the method contains a flexible understanding according to situations and conditions and contains implications for influencing and interdependence between educators and students.

One method of teaching Arabic at MTs Ulumul Quran Teladan is the hiwar method. This method provides an opportunity for students to practice the hiwar material directly in front of the class with their friends so that they are accustomed to speaking in Arabic, and they are also required to memorize Arabic vocabulary so that they remember word by word in Arabic and that is very helpful for them to learn. speak Arabic. Basically the estuary of learning methods is to achieve the learning objectives of students at MTs Ulumul Qur'an. So with a goal, educators try to provide good teaching so that students are able to understand what is taught by educators using the hiwar

method. The current reality, learning Arabic is facing several obstacles, among others: especially at MTs Ulumul Qur'an Teladan Pertama, the time provided is limited with the material content that is so dense but it is indeed important, which requires strengthening knowledge so that great students are formed in mastering the language. Arab. Second, is the lack of participation of other subject teachers in motivating students to practice Arabic values in everyday life. Third, the lack of teacher resources in developing more creative approaches and methods.

### **B. Metode Penelitian**

The method is a structured way or way that is used to achieve a desired goal. The method used in this study is a descriptive qualitative research approach that obtained data from observations, interviews and documentation. This research was conducted at MTs Ulumul Qur'an in May 2022.

### **C. Results and Discussion**

The results of the research findings at MTs Ulumul Qur'an Teladan, illustrate that the application of the hiwar method in learning Arabic has been carried out according to the results of observations, interviews and documentation. In the discussion that will be discussed by researchers after this will discuss the application of the Hiwar Method in Arabic subjects at MTs Ulumul Quran Teladan, this study will describe general data such as descriptions of research locations, and continue with research findings and discussion. The information obtained by this researcher will later be useful for the school to be able to evaluate several things in the implementation of Arabic learning at MTs Ulumul Qur'an Teladan, including researchers will provide information that will provide new experiences for researchers and other readers. Thus, the researcher will detail the related matters that the researcher has obtained.

#### **1. The Process of Learning Arabic for Students at MTs Ulumul Quran Exemplary**

The implementation of Arabic learning for students, namely in class VIII MTs Ulumul Quran, held 3 meetings a week which was taught by Mrs. Syahfitri Rahmadani. The Arabic language learning taught by Mrs. Syahfitri Rahmadani. took place in the VIII grade building of MTs Ulumul Quran Teladan, the classrooms were equipped with

several facilities such as textbooks for students, and others. Based on the results of the observation, learning starts at 07:30 to 08.00, while the learning process is the opening of the core activities and closing activities.

The opening activity carried out by Mrs. Syahfitri Rahmadani, according to the results of observations and interviews was that the educator opened the lesson by inviting the class leader to prepare his friends and then reading the prayer together led by the class leader, after that the educator filled out the attendance list of participants. students by mentioning the names of students one by one, after filling in the attendance list, the teacher provides reinforcement to the previous learning by repeating and asking the material at the previous meeting in order to find out whether the students still remember the material taught at the previous meeting then when closing the teacher gives motivation to students remain enthusiastic in learning.

Good teaching methods can turn on the learning activities of students. The methods used by educators vary in each lesson, not using only one method for all materials, but educators adapting the methods used to the material being taught and the abilities of students, so that learning objectives are achieved.

Then the use of simple media also has an effect on learning, it is required for educators in the learning process, as is done by educators in the Arabic learning process, he uses blackboards, textbooks, as media aids to facilitate the learning process.

Based on the results of interviews conducted by researchers above and observations made by researchers in the field, the researchers concluded that in the process of learning Arabic in class VIII MTs Ulumul Quran Teladan through three stages of activity, the first was the opening activity, namely opening learning by praying together, then fill in the attendance list and then repeat a little of the material that has been learned last week, then the core activity is the educator reads the learning objectives and what will be done during the learning process, then explains the subject matter and always provides opportunities for students to ask questions that have not been understood. The last activity is the closing activity, where the teacher asks students to make a summary of the material and the teacher motivates students to stay enthusiastic in learning Arabic.

## 2. Application of the Hiwar Method in Arabic Learning at Madrasah Tsanawiyah Ulumul Qur'an Medan

The results of observations that have been made by researchers regarding the application of the hiwar method can be described that in its application educators take several steps in applying the hiwar method. The first step is for educators to prepare Al-hiwar material or topics that will be given to students, while the material presented at the time of observation is Al-hiwar about hobbies or (الهواية) while the contents of the الهواية material are as follows:

### الهواية

مريم : السلام عليكم

زينب : وعليكم السلام ورحمة الله

مريم : ما هوايتك يا زينب ؟

زينب : هوايتي كثيرة : القراءة و تسوير.

وما هوايتك يا مريم ؟

مريم : هوايتي الرياضة, الطبخ , و القراءة أيضا.

القراءة هواية مفيدة.

زينب : صحيح , هل زرت معرض الهوايات في المدينة ؟

مريم : لا , ما زرتة , هيا بنا إليه

هذا هو معرض الهوايات.

زينب : المعرض كبير و الهوايات كثيرة جدا.

مريم : أنظر و هذا جناح الرياضة.

زينب : وهناك جناح تكنولوجيا , وهناك جناح الصحافة.

مريم : المعرض مزدحم بالزائرين.

زينب : أنا مسرور بهذه الرحلة.



مریم : و أنا أيضا.

In preparing Al-hiwar material, educators adapt the material to the abilities and developments of students who are still sitting in class VIII of MTs Ulumul Quran Teladan, therefore educators choose al-hiwar material about hobbies because the material is quite simple and easy to understand by students. The other materials that are usually used by educators in implementing this method are about introducing school stationery and about clocks. In the application of the method with this material, educators do not use teaching aids as al-hiwar aids because according to educators in this material, teaching aids are not needed because they are directly practiced by students.

Then the next step taken by the educator is to explain the meaning of the words contained in al-hiwar by writing it on the blackboard, after the students understand the meaning of al-hiwar, the educator reads the sentences on the blackboard then followed by the students to justify the pronunciation so that in accordance with makhorijul letters, after students are considered to have understood the material, the third step taken by educators is to instruct students to practice in pairs in front of their friends, educators provide opportunities for students who are ready and want to appear first then other students pay attention and listen before it is their turn to go up to practice al-hiwar.

When the al-hiwar learning process was running there were some students when they went up to practice al-hiwar it was difficult to mention some vocabulary, this happened to transfer students from other schools who had not previously studied Arabic, seeing this the educator explained again and read the material Al-hiwar is then followed by students, the teacher appoints students who have difficulty in mentioning mufrad when practicing al-hiwar to repeat the sentences that have been read by the educator, after the students are deemed to have been able to pronounce sentences or dialogues correctly, the teacher welcomes back students who had difficulty practicing al-hiwar in front of his friends. After the educator repeated it, some improvements were seen by the student, namely he was able to pronounce a few sentences correctly but could not say all the sentences, according to Mrs. Syahfitri Ramadhani S. This is quite



good, considering the background of the students who had never previously studied Arabic.

Students look enthusiastic in participating in learning, there are no students who do other activities such as sleeping, playing or disturbing their friends during the learning process this happens because students are actively involved in the learning process, while the atmosphere in the class is quite crowded because students are given the opportunity by educators to practice with their respective seats, reading the dialogue in turn before going up to practice al-hiwar. Then when students go up to practice al-hiwar, the teacher instructs other students to calm down and listen to students who go up to practice al-hiwar, so that the class atmosphere is calm again.

In opening the learning, the teacher uses Arabic, then in explaining the material taught by the teacher, it is explained again using Indonesian. This is so that students are accustomed to hearing Arabic and as an educator's effort so that students are able to understand Arabic. According to educators at the end of the semester there are usually several students who are able to open and close learning using Arabic, this is because students are accustomed to hearing educators use Arabic in opening and closing lessons so that students memorize sentences said by educators in Arabic. .

At the end of the lesson, the teacher conveys the material to be studied at the next meeting and provides a vocabulary (vocabulary) related to the next material, so that students can prepare themselves at home. The teacher closes the lesson by motivating students to always be enthusiastic in learning Arabic and instilling in students that Arabic is easy if we like to learn it.

Based on the results of interviews conducted by researchers to several sources related to the application of the hiwar method in learning Arabic in class VIII the researchers concluded that there were several steps in the application of the hiwar method, namely preparing material that was adapted to the abilities of students, preparing props if needed, explaining beforehand the meaning of the words contained in hiwar, reading hiwar sentences which are then followed by students, appointing students to go up to practice hiwar in pairs, the last one providing opportunities for students to

ask questions that have not been understood and then covered by giving mufradat and motivation by educators.

3. Inhibiting and Supporting Factors for the Implementation of the Hiwar Method in Arabic Subjects at MTs Ulumul Quran Teladan

As it is known that any learning activity must be believed to be not an activity that stands alone, but is influenced by other factors. Whether it's from the supporting factors or from the inhibiting factors. Likewise in the application of the hiwar method, the implementation of learning in it does not easily run without obstacles, especially those faced by educators in their responsibilities so that learning objectives can be achieved.

This agrees with Ismail SM, he said that there is no bad method or good method, in other words we cannot say with certainty that this method is the most effective and that method is the worst. Because this is very dependent on various factors, what is important for educators to pay attention to in determining a method is to know the limits of the goodness and weaknesses of the method that will be used. So that it is possible to formulate conclusions regarding the results of the assessment and the achievement of learning objectives (SM 2008). Therefore, it is important for researchers to classify the inhibiting factors and supporting factors in the application of the hiwar method in learning Arabic for class VIII MTs Ulumul Quran Teladan as follows:

- a Supporting Factors of the Hiwar Method in Arabic Learning for Class VIII Students of MTs Ulumul Quran Teladan. There are several supporting factors in the application of the hiwar method in learning Arabic according to the subject teacher who he described in the interview with the researcher, as follows:

- 1) Interests of Students

According to the teacher in the field of study, one of the things that supports the application of the hiwar method in learning Arabic is the interest of students, so class VIII students already have a high interest in learning Arabic, this is evidenced by the observation that almost all students are enthusiastic in learning Arabic. Arabic especially in the application of this hiwar method, although there are some students who have low interest

in Arabic due to the different backgrounds of students, educators still try to increase student interest by doing motivations in learning Arabic.

2) Textbooks

In learning Arabic, especially in applying the hiwar method, textbooks are one of the supporting factors in carrying out the hiwar method because in the book there are many examples of simple hiwar material that are in accordance with the abilities of students, making it easier for educators to prepare the material.

MTs Ulumul Quran Teladan provides textbooks for educators and students but for students these books can only be used during the learning process, not to be taken home, after use, the teacher instructs students to return the book to the library.

3) Educator

From the results of observations made by researchers, educators are one of the supporting factors in the application of the hiwar method in learning Arabic in class VIII MTs Ulumul Quran Teladan, because educators are very familiar with the methods and materials used so that learning objectives can be achieved properly. Giving motivation to students is also very helpful in increasing the enthusiasm of students to learn Arabic. Educators use Arabic as the language of instruction and cover then in explaining the material educators sometimes use Arabic and then translated into Indonesian. Educators are real examples for students in using Arabic so that students can be motivated to use Arabic.

- b Factors Inhibiting the Application of the Hiwar Method in Arabic Learning for Class VIII Students of MTs Ulumul Quran Teladan. There are several inhibiting factors in the application of the hiwar method in learning Arabic according to Mrs. Syahfitri Ramadhani S.s as a teacher in the field of study, she told the researchers that:

1) Mufradat or Vocabulary

One of the inhibiting factors in the application of the hiwar method is the lack of knowledge of students about mufradat. Based on the results of the observations and interviews above, it can be seen that giving mufradat to students is not optimal, because it is only given once a week, especially if the mufradat is not used in daily activities so that the mufradat that has been memorized is easily forgotten by students.

2) Self Confidence

Based on the results of the teacher's interview in the field of study that students' self-confidence is one of the inhibiting factors in applying the hiwar method. This is in accordance with the results of the researcher's observation that there are some students who are less confident to go up to practice hiwar in front of their friends, one of the reasons is because they are afraid and embarrassed. In practice, students look enthusiastic when ordered by the educator to repeat the dialogue that has been said by the educator, but if ordered to go up, practice it in front of their friends, some students are still not brave enough, so it takes some time to wait for students to gather their courage to go up to practice it. in front of his classmates. From the results of observations and interviews above, it can be concluded that students are still less confident in practicing hiwar so it takes longer to appear in front of their friends.

3) Environment

The environment is divided into 3, namely: the family environment, the school environment and the community environment. All of that can affect students in learning. In the application of the hiwar method the school environment has an influence on the development of students' speaking abilities in Arabic. Likewise with the results of observations which show that in the MTs Ulumul Quran Exemplary environment, students do not use Arabic, as well as educators. They communicate using Indonesian and some students use their mother tongue or regional language. This is an obstacle that does not create an Arabic-speaking environment at MTs Ulumul Quran

Teladan so that students who have studied hiwar in class do not practice it when they are outside the classroom.

#### **D. Conclusion**

Based on the description of the results of the discussion and data analysis in the previous chapter, conclusions that can be drawn from research on the application of the hiwar method in Arabic subjects at MTs Uluml Quran Teladan are as follows:

1. Based on the analysis of the data obtained, the results show that the Arabic language learning process for class VIII MTs Ulumul Quran Teladan students in principle has been carried out as the learning process should be, while the learning activities consist of opening activities, core activities, and closing activities.
2. The application of the hiwar method in learning Arabic for class VIII students of MTs Ulumul Quran Teladan is done by choosing simple materials that are appropriate to the abilities of students. Educators have applied the hiwar method in accordance with the steps of the method, so that the learning objectives can be achieved.
3. Factors that support the application of the hiwar method to class VIII students of MTs Ulumul Quran Exemplary are the interests of students, textbooks, educators and the factors that hinder the application of the hiwar method are mufradat, self-confidence, and the school environment.

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